



## Cambridge International AS & A Level

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GLOBAL PERSPECTIVES AND RESEARCH

9239/02

Paper 2 Essay

May/June 2022

MARK SCHEME

Maximum Mark: 35

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **9** printed pages.

**PUBLISHED****Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**PUBLISHED****Social Science-Specific Marking Principles  
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require  $n$  reasons (e.g. State two reasons ...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

**2 Presentation of mark scheme:**

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

**3 Calculation questions:**

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

**4 Annotation:**

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

**PUBLISHED**

AO1: Research, analysis and evaluation – 20 AO2: Reflection – 10 AO3: Communication and collaboration – 5

Information:

- The marking criteria are presented within five different levels.
- Examiners will use the full mark range and look for the ‘best fit’, not a ‘perfect fit’, taking a holistic approach.

## Essay: Marking criteria

Level 5	Marks 29–35	<p>The essay shows:</p> <ul style="list-style-type: none"> <li>• <b>Excellent communication skills</b> and is clearly and engagingly written and structured. Citation and referencing of sources are full, effective and correctly structured.</li> <li>• <b>Relevant and credible sources of evidence</b> used which are full, detailed and <b>globally contrasting to support full and effective</b> judgements.</li> <li>• <b>Analysis of the sources shows a full understanding of their arguments and structure. Critical evaluation</b> of the sources across a wide range of criteria such as: nature, strengths, weaknesses, implications and reasoning.</li> <li>• <b>Research</b> of two or more globally contrasting perspectives showing <b>balance and empathy</b> for their positions.</li> <li>• <b>Full, detailed and globally contrasting perspectives</b> used to support full and effective judgements.</li> <li>• <b>Analysis of perspectives shows a complex and full understanding of their arguments and structure. Critical evaluation</b> of these perspectives across a wide range of criteria such as: nature, strengths, weaknesses, implications and reasoning.</li> <li>• <b>A full, supported, balanced and reflective conclusion</b>, showing reflection through an evaluative understanding of the impact of alternative perspectives and conclusions on the personal standpoint. <b>It identifies accurately the need for further research.</b></li> </ul>
Level 4	Marks 22–28	<p>The essay shows:</p> <ul style="list-style-type: none"> <li>• <b>Very good communication skills</b> and is clearly written and structured. Citation and referencing of sources are effective and correctly structured.</li> <li>• <b>Relevant and credible sources of evidence</b> used which are <b>detailed and globally contrasting</b> to support effective judgements.</li> <li>• <b>Analysis of the sources shows a very good understanding of their arguments and structure. Critical evaluation</b> of the sources across criteria such as: nature, strengths, weaknesses, implications and reasoning.</li> <li>• <b>Research</b> of two globally contrasting perspectives, showing <b>balance and some empathy</b> for their positions.</li> <li>• <b>Detailed and globally contrasting perspectives</b> used to support effective judgements.</li> <li>• <b>Analysis of perspectives shows a very good understanding of their arguments and structure.</b> These perspectives are critically evaluated across criteria such as: nature, strengths, weaknesses, implications and reasoning.</li> <li>• <b>A supported and reflective conclusion</b>, showing reflection through an evaluative understanding of the impact of alternative perspectives and conclusions on the personal standpoint. <b>It is likely to identify the need for further research.</b></li> </ul>

Level 3	Marks 15–21	<p>The essay shows:</p> <ul style="list-style-type: none"> <li>• <b>Good communication skills</b> and is clearly written with some structure. Citation and referencing of sources are present but may not be complete.</li> <li>• <b>Relevant and credible sources of evidence</b> used which are <b>contrasting</b> and used to support judgement/s.</li> <li>• <b>Analysis of the sources shows a good understanding of their arguments and structure.</b> Evaluation of the sources across some criteria, although the treatment of these will be either narrow or uneven in depth.</li> <li>• <b>Research</b> of two globally contrasting perspectives, showing <b>some empathy for their positions.</b></li> <li>• <b>Globally contrasting perspectives</b> to support some global judgement/s.</li> <li>• <b>Analysis of perspectives shows a good understanding of their arguments and structure.</b> These perspectives are evaluated across some criteria, although the treatment of these will be either narrow or uneven in depth.</li> <li>• <b>A supported conclusion, showing an element of reflection</b> on the impact of alternative perspectives and conclusions on the personal standpoint. <b>It may attempt to identify the need for further research.</b></li> </ul>
Level 2	Marks 8–14	<p>The essay shows:</p> <ul style="list-style-type: none"> <li>• <b>Some communication skills</b>, although clarity and structure may be uneven. Citation and referencing of sources, if present, will not be complete.</li> <li>• <b>Sources of evidence</b> used may show <b>some contrast</b> though any judgements lack a developed global dimension.</li> <li>• <b>Analysis of the sources shows some understanding of their arguments and structure.</b> Attempted evaluation which is assertive and undeveloped.</li> <li>• <b>Research</b> of two perspectives; showing <b>limited empathy</b> for positions.</li> <li>• <b>Perspectives containing some contrast</b> although any judgements lack a developed global dimension.</li> <li>• <b>Analysis of perspectives shows some understanding of their arguments and structure.</b> Attempted evaluation is assertive and undeveloped.</li> <li>• <b>A conclusion which may not be effectively supported by the argument, and only has hints of reflection.</b></li> </ul>



Level 1	Marks 1–7	<p>The essay shows:</p> <ul style="list-style-type: none"><li>• <b>Limited communication skills.</b> Referencing of sources, if present, will be very limited or inaccurate.</li><li>• <b>Sources of evidence</b> provided will be <b>unspecific or descriptive</b>.</li><li>• <b>Limited source/s of evidence</b> used which do <b>not show effective contrast</b> and any judgements attempted are assertive.</li><li>• <b>Identification of vague perspective/s</b>; showing <b>limited empathy</b> for any position/s.</li><li>• <b>No effective contrast</b> made between <b>perspectives</b>. Any judgements are assertive and lack a global dimension.</li><li>• <b>Limited analysis of perspectives, with any attempt of evaluation being assertion only.</b></li><li>• <b>No adequate conclusion.</b> At best there <b>may be hints or assertions of reflection</b>.</li></ul>
Level 0	0	No creditworthy material has been submitted.